DOCUMENT RESUME

ED 297 100 CE 050 578

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TITLE An Analysis of Teacher Education Needs as Perceived by Arkansas Adult Educators.
INSTITUTION Arkansas Univ., Little Rock.
PUB DATE 87
NOTE 57p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Education; *Adult Educators; *Faculty Development; *Needs Assessment; State Surveys; Teacher Attitudes; Teacher Characteristics; *Teacher Education; *Teacher Participation

ABSTRACT

A study obtained information on educational needs of Arkansas adult educators. It also provided data for planning teacher education programs based on the needs of inservice adult educators. Surveys were mailed to 200 randomly selected members of the Arkansas Association for Public, Continuing and Adult Education; 137 (68 percent) responded. The research identified the characteristics of adult educators relative to sex, race, age, and employment status. Findings indicated that primary reasons for participating in staff development activities (with the most frequent response first) were professional knowledge and receiving credit hours for certification. Respondents generally indicated a preference for taking courses offered off campus and an interest in independent study courses and courses offered by correspondence. They also expressed high concern for workshop courses and preference for nontraditional courses and offerings. Thirty-five percent had participated in course work during the past 12 months. Fifty percent of the respondents indicated that they had applied for and received certification in adult education. Thirty-one percent expressed a need for additional information regarding certification. Respondents indicated a strong interest in inhouse training and courses that addressed specific skills. They expressed interest in taking workshops and seminars and attending conferences for university credit. (The instrument is appended.) (YLB)

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ED297100

AN ANALYSIS OF TEACHER EDUCATION NEEDS

AS PERCEIVED

BY

ARKANSAS ADULT EDUCATORS

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1987

CE 050578

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Chapter I

Introduction

Arkansas' Adult Education Programs basically consist of Adult Basic Education (ABE), General Adult Education (GAE), and English as a Second Language (ESL). The programs are designed to achieve the purpose of the Adult Education Act. The programs of instruction are designed to meet the needs of adults in the areas of basic education. Improving proficiency in reading, writing, computing and speaking English, are all goals which substantially raise the educational level of adults. The intent of adult education is to make adults less likely to become dependent on others. Improving their ability to benefit from occupational and homemaking training and otherwise increasing their opportunities for more productive and profitable employment.

Priority is given to programs which provide for instruction in speaking, reading, and writing the English language and for persons functioning at the fourth grade level or below. Second priority is given to persons functioning above the fourth grade and through the eighth grade level. Third priority is given to persons functioning above the eighth grade and through the twelfth grade level or its equivalent.

The staff in Arkansas' Adult Education Program consists of more than 700 teachers (full time and part-time), counselors, administrators, paraprofessionals, supervisors, and staff. This group of adult educators are currently serving more than 24,000 students (ABE, GAE, and ESL). The levels of training received by the staff will be reflected in another part of this report.

Geographic Areas

Arkansas is divided into seventy-five (75) counties. Census data of eligible adults reveal that nineteen (19) counties, or twenty-five percent (25%) of Arkansas' counties have a population with over fifty percent (50%) of their adults qualifying for adult education at the ABE or GAE level. The data also reveal that Pulaski County is the most urbanized county, with twenty-three percent (23%) or approximately one in four of its adult population in need of adult education.

To facilitate the Adult Education Program, Arkansas is divided into six (6) geographical areas. Region I consists of Northeast Arkansas with a rural and urban population of 281,957. This reflects 120,260 adults with less than a high school education, meaning that forty-three percent (43%) of the population are in need of adult education. Northwest Arkansas with a rural population of 299,177, reflects Region II's 112,471 adults with less than a high school education. Thirty-eight percent (38%) of the population in Region II are in need of adult education.

Region III, which is located in West Central Arkansas, has a metropolitan, urban and rural population of 536,941. Region III reflects 156,843 adults with less than a high school education, representing that twenty-nine percent (29%) of the population are in need of adult education. Region IV, Southwest Arkansas, has an urban and rural population of 213,529. This region has 85,856 adults with less than a high school education, meaning that forty percent (40%) of the population are in need of adult education. Region V, located in Southeast Arkansas, has an urban and rural population of 314,940. Region V has 111,493 adults with less than a high school education. Thirty-five percent (35%) of the population are in need of adult education.

East Central Arkansas, identified as Region VI, includes an urban and rural population of 290,720. Region VI contains 107,272 adults with less than a high school education, or thirty-seven percent (37%) of the population who are in need of adult education.

According to John Scott Dailey and Associates, the social changes and economic shift in society's living patterns create uncertainty that threatens the stabilization of our livelihood. Adult educators serve as a special team in helping to prepare adults to adjust and adapt to the world of work. Additionally, coping skills needed for survival and for moving into the mainstream of American society are developed. [1]

Adult Education program data for the 1985-86 program year showed the following achievements:

A.	Students receiving GED certificates	4,839
B.	Students completing 8th grade	2,786
C.	Students completing a 4th grade education	561
D.	Entered training programs/higher education	1742
E.	Received promotion or got better jobs	874

Census data indicate for adults 25 years of age and over in 1980 there were more than 595,637 adults in Arkansas with less than a high school education. There were 215,265 adults with less than an eighth grade education. There were 81,358 adults with 0-4 years of schooling. See Appendix A for a listing of counties and the percent of adults over 25 years of age with a high school diploma. Predicted changes in the American job market between 1987 and the year 2000 indicate a need to educate and retrain a large percentage of the current work force in order to adequately meet the job demands of the future.

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1. John Scott Daily and Associates, Economic and Social Impact of Publicly Funded Adult Education Programs in Arkansas. 1980, p. 5.

Purpose of the Study

The primary purpose of this study was to obtain information from adult educators relative to their perceptions regarding educational needs. A secondary purpose was to obtain data for planning teacher education programs based on the needs of in-service teachers as well as future teachers and other adult educators.

Specifically, the research sought to:

1. Identify the characteristics of adult educators relative to sex, race, age, and employment status.

2. Determine specific job responsibilities; of teachers (ABE, GAE and ESL, and reading), counselors, administrators, paraprofessionals, clerical workers and recruiters.

3. Determine the number of years respondents have been employed in adult education.

4. Determine place of employment:

   A. Adult Center
   B. Vocational Technical School
   C. Correctional Institution
   D. State Hospital
   E. Public School
   F. Community College
   G. School for Deaf
   H. State Department of Education
   I. Arkansas Enterprises for the Blind

5. Determine the levels of formal education and the major subject areas.

6. Determine the factors that serve as motivation for participation in staff development activities:

   A. professional knowledge and advancement
   B. credit hours for new certification
   C. earn credits for a bachelors degree
   D. upgrading of current certification
   E. meet local requirements for salary increments
   F. earn credits for a masters degree
   G. earn credits beyond a masters degree

7. Determine the courses that adult educators would like to take and the time that they prefer to take them.

8. Determine the degree program that adult educators are interested in attaining:

   A. bachelors degree
   B. masters degree
   C. PhD
   D. specialist
   E. None of the above

9. Determine preference for obtaining credits:

   A. university sponsored courses on campus
   B. university sponsored courses, community based centers (public school, vocational school, etc.)
   C. independent study courses
   D. correspondence courses
   E. workshops for credit sponsored by the State Department of Education and universities
   F. professional meetings
   G. weekend courses
   H. other

10. Determine if perspective students desire to enroll in courses currently offered by universities.

11. Determine the number of course hours in adult education

that have been completed by respondents during the past twelve months.

12. Determine if respondents have applied for certification or if they need more information about certification regulations.

13. Determine adult educators perceived greatest educational needs:

    A. courses in adult education
    B. "in-house" training programs
    C. specific skill in content areas (reading, math, English, etc.)
    D. conferences, workshops, seminars
    E. professional reading materials
    F. an opportunity for the exchange of ideas and problems with other staff

14. Determine courses in adult education taken most frequently and the courses desired.

15. Determine adult education conferences attended during the past year:

    A. Adult and Vocational Education
    B. Arkansas Association for Public Continuing and Adult Education, Spring Conference
    C. AAPCAE Annual Fall Conference
    D. National Association for Public Continuing and Adult Education Regional Conference
    E. NAPCAE National

Operational Definitions

Adult. A person who has achieved full physical development and who expects to have the right to participate as a responsible homemaker, worker and member of society. [2]

Adult Education. A process by which men and women (alone or in groups) attempt to improve themselves, by increasing their skills or knowledge, developing their insights or appreciation, or changing their attitudes; or processes by which individuals or agencies attempt to change men and women. [3]

Adult Education needs. For the purpose of this study, Adult Education needs include: vocational, social, personal, economic and educational.

General Education Development Examination. An achievement test requiring minimum competency in five subject areas: general mathematical ability; correctness and effectiveness of expression; an interpretation of reading materials in the social studies, natural science and literature. [4]

Vocational Education. Organized educational program, services and activities which are directly related to the preparation of individuals for paid or unpaid employment, or for a career requiring other than a baccalaureate or advanced degree. [5]

Training. The type of learning that is job related and directed toward the improving of on-the-job skills. [6]

Development. Learning that relates to the future well being of the organization, society, and the individual. [7]

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2. Cyril Houle, The Design of Education., Washington: Jossey Bass Publication 1972, p. 229.

3. Houle, p. 229.

4. Lee C. Deighton (ed.) Encyclopedia of Education: A Developing Concept. Midland Pendell Publishing Co., 1974 p. 11.

5. A Task Force Report for the National Association of State Directors of Vocational Education, Defining Critical Terms in Vocational Education. West Virginia Department of Education, 1976.

6. Harry G. Miller and John R. Verduin, The Adult Educator: A Handbook for Staff Development, Houston: Gulf Publishing Co., 1979, p. 2.

7. Miller and Verduin, p. 2.

Chapter II

Methodology

The purpose of this study was to obtain information relative to the perceived training and development needs of Arkansas adult educators. The participants for this study were selected from the membership roster of the Arkansas Association of Adult Educators. Surveys were mailed to each of the members (see Appendix C for survey form). The instrument used to collect data for the study was a questionnaire (mailed). It was developed with the assistance of several adult educators at the local level and adult education supervisors at the state level. The questionnaire was designed to solicit information from participants that would provide information for the planning and development of programs at the state and local levels, by universities and other agencies involved in the delivery of services. A cover letter (see Appendix B) and the questionnaire were mailed to each participant.

Chapter III

Analysis of Findings

This chapter is presented in tables. Each table presents data in frequencies and percentages.

Two hundred (200) adult educators were randomly selected from the membership list of the Arkansas Association for Public, Continuing and Adult Education. The respondents represented teachers, counselors, administrators, paraprofessionals and others involved in the adult education process.

One hundred thirty-seven (137) participants responded to the questionnaire which represented a return of sixty-eight percent (68%).

TABLE I

SEX OF PARTICIPANTS

	FREQUENCY	PERCENT
FEMALE	95	69.3
MALE	42	30.7
TOTALS	137	100.0

The data in Table I summarizes the respondents', sex. Sixty-nine percent (69%) of the respondents were female and thirty percent (30%) were male.

TABLE II

AGE

Age Category	Absolute Frequency	Relative Frequency	Adjusted Frequency	Cumulative Frequency
20-25	1	0.73	0.7	0.7
26-31	12	8.8	8.8	9.5
32-37	22	16.1	16.2	25.7
38-43	38	27.7	28.1	53.8
44-49	20	14.6	14.8	68.6
50-55	15	11.0	11.1	79.7
56-61	18	13.1	13.3	93.0
62-67	4	2.9	2.9	95.9
68-over	5	3.6	3.7	99.6
No Response	2	1.4	Missing	
TOTALS	137	100.0	100.0	

The data in Table II summarizes the findings relative to the age ranges of the respondents. The largest group of respondents (27%) were in the age range between 38-43. Sixteen percent (16%) were in the age range between 32-37. Fourteen percent (14%) were between the ages of 44-49 and 13% were between the ages of 56-61. Three percent (3%) were beyond the age of 68.

TABLE III

RACE

	Absolute Freq.	Relative Freq.	Adjusted Freq.	Cumulative Freq.
Black	40	29.1	31.4	31.4
White (Non-Hispanic)	87	63.5	68.5	99.9
Native American	1	0.7	0.8	100.
Hispanic	0	0		
Oriental	0	0		
No Response	10	7.2	Missing	
TOTALS	137	100	100	

Data in Table III show that sixty-three percent (63%) of the participants were white (non-Hispanic). Twenty-nine percent (29%) were black.

TABLE IV

JOB STATUS

	Frequency	Percent
Full Time	117	88.6
Part Time	15	11.3
TOTALS	132	100.0

No Response - 5

Data in Table IV show the job status of the respondents. Eighty-nine percent (89%) of the respondents were full time employed and eleven percent (11%) were part-time.

TABLE V

JOB RESPONSIBILITIES

	Frequency	Percent
Teacher (Adult Basic)	60	
Teacher (General Adult)	53	
Teacher (English as a second Lang.)	9	
Teacher (Reading	9	
Counselor	5	
Administrator	36	
Paraprofessional	6	
Clerical	6	
Recruiter	3	

Data in Table V show a frequency greater than the total number of respondents. This is due to many respondents having more than one job responsibility. Therefore no attempt was made to determine percentages.

TABLE VI

NUMBER OF YEARS WORKING IN ADULT EDUCATION

Years Employed	Frequency	Percent
1-3	37	27.0
4-6	22	16.0
7-9	25	18.2
10-12	18	13.1
13-15	20	14.5
16-over	15	10.9
TOTALS	137	100.0

The data in Table VI reports the findings relative to the number of years respondents have been employed in adult education. Twenty-seven percent (27%) have been employed from 1-3 years, eighteen percent (18%) from 7-9 years and sixteen percent (16%) from 4-6 years.

TABLE VII

PLACE OF EMPLOYMENT

Place of Employment	Frequency	Percent
Adult Education Center	64	48.5
Voc. Technical School	30	22.8
Correctional Institution	1	0.8
State Hospital	2	1.5
Public School	19	14.3
Community College	11	8.4
Ark. Department of Education	3	2.2
Ark. Enterprises for Blind	2	1.5
TOTALS	132	100.0
No Response	5	

The data in Table VII show that forty-eight percent (48%) of the respondents are employed by adult education centers. Twenty two percent (22%) are employed by vocational technical schools and fourteen percent (14%) are employed by other public school adult education programs.

TABLE VIII

HIGHEST DEGREE EARNED

Degree Earned	Frequency	Percent
Bachelor	49	36.9
Masters	65	48.9
Specialist	10	7.5
Doctorate	9	6.7
TOTALS	133	100.0
No Response	4	

The data in Table VIII show that forty-eight percent (48%) of the participants have earned master degrees. Thirty-six percent (36%) of the participants have earned bachelor degrees, seven percent (7%) have earned specialist degrees and six percent (6%) have doctorate degrees.

Tables IX - XV present data regarding the motivation for participation in staff development activities. Participants were asked to rate the items according to how significant they were in motivating them to participate in staff development activities. Codes 1-7 represent the order of importance with one being most important and seven least important.

TABLE IX

PRIMARY REASONS FOR PARTICIPATING IN
STAFF DEVELOPMENT ACTIVITIES

CODE	Professional Knowledge & Advancement	Frequency	Percent
1	Most Important	91	75.3
2		18	14.8
3		8	6.6
4		4	3.3
5		0	
6		0	
7	Least Important	0	
TOTALS		121	100.0

Data in Table IX show that seventy-five percent (75%) of the respondents rated professional knowledge and advancement as most important.

TABLE X

CREDIT HOURS FOR CERTIFICATION

Code		Frequency	Percent
1	Most Important	11	12.3
2		21	23.4
3		13	14.4
4		15	16.6
5		17	18.9
6		10	11.1
7	Least Important	3	3.3
TOTALS		90	100.0

Data in Table X show that twelve percent (12%) of the respondents rated receiving credit hours for certification as being most important.

TABLE XI

Code	Earning Credit for Bachelor Degree	Frequency	Percent
1	Most Important	2	2.9
2		2	2.9
3		5	7.3
4		4	5.8
5		3	4.3
6		18	26.1
7	Least Important	35	50.7
Totals		69	100.0

Data in Table XI indicates that two percent (2%) of the respondents showed earning a bachelors degree as most important.

TABLE XII

Code	Upgrading of Current Certification	Frequency	Percent
1	Most Important	3	3.3
2		18	20.1
3		21	23.4
4		15	16.6
5		23	25.5
6		9	10.0
7	Least Important	1	1.1
TOTALS		90	100.0

Data in Table XII show that three percent (3%) of the respondents showed upgrading current certification as most important.

TABLE XIII

Code	Meeting Local Requirements for Salary Increments	Freq.	Percent
1	Most Important	7	7.2
2		8	8.3
3		29	30.3
4		29	30.3
5		13	13.5
6		10	10.4
7	Least Important		
TOTALS		96	100.0

Data in Table XIII show that seven percent (7%) of the respondents indicated meeting requirements for salary increments as most important.

TABLE XIV

EARNING CREDITS FOR MASTERS DEGREE

Code		Frequency	Percent
1	Most Important	8	10.3
2		8	10.3
3		14	17.9
4		4	5.2
5		12	15.4
6		26	33.4
7	Least Important	6	7.6
TOTALS		78	100.0

Data in Table XIV indicate that ten percent (10%) of the respondents showed credits to earn a masters degree as being most important.

TABLE XV

EARNING CREDITS BEYOND MASTERS DEGREE

Code		Frequency	Percent
1	Most Important	2	22.2
2		3	33.3
3		1	11.1
4		0	0
5		2	22.2
6		1	11.1
7	Least Important	0	0
TOTALS		9	100.0

Data in Table XV show that twenty-two percent (22%) of the respondents indicated earning credits beyond the masters degree as most important.

TABLE XVI

INTEREST IN TAKING COURSES IN ADULT EDUCATION

	Frequency	Percentage
Yes	88	72.1
No	34	27.9
TOTALS	122	100.0

*No Response 15

Data in Table XVI show that seventy-two percent (72%) of the respondents were interested in taking courses in adult education. Twenty-seven percent (27%) showed no interest.

TABLE XVII

IN WHICH DEGREE PROGRAM IN ADULT EDUCATION ARE YOU INTERESTED?

Degree Program	Frequency	Percent
Masters	40	29.4
Specialist	26	19.1
PhD	14	10.3
None of the Above	56	41.2
*No Response 1	136	100.0

The data in Table XVII show that twenty-nine percent (29%) of the respondents were interested in earning a masters degree. Nineteen percent (19%) were interested in earning a specialist degree while ten percent (10%) were interested in earning a doctorate degree.

PREFERENCE FOR OBTAINING CREDITS

Tables XVIII-XXIV present data regarding respondents' preference for obtaining credits. The items were ranked 1-7 with one being most important and seven being least important.

TABLE XVIII

UNIVERSITY SPONSORED COURSES ON CAMPUS

Code		Frequency	Percent
1	Most Important	3	3.6
2		15	18.0
3		12	14.5
4		11	13.2
5		22	26.5
6		6	7.2
7	Least Important	14	17.0
TOTALS		83	100.0

* No Response - 54

Data in Table XVIII show that three percent (3%) of the respondents were most interested in taking courses on the university campus. Fourteen percent (14%) ranked taking courses on campus as least important.

TABLE XIX

UNIVERSITY SPONSORED COURSES OFFERED OFF-CAMPUS

Code		Frequency	Percent
1	Most Important	65	57.0
2		19	16.7
3		11	9.6
4		8	7.0
5		5	4.4
6		5	4.4
7	Least Important	1	.9
TOTALS		114	100.0

Data in Table XIX show that fifty-seven percent (57%) of the respondents desired courses offered-off campus and ranked this item most important. Only one percent (1%) ranked this item least important.

TABLE XX

INDEPENDENT STUDY

Code		Frequency	Percent
1	Most Important	13	12.0
2		22	20.3
3		21	19.4
4		18	16.6
5		10	9.3
6		18	16.6
7	Least Important	6	5.6
TOTAL		108	100.0

Data presented in Table XX show that twelve percent (12%) of the respondents rated independent study courses as most important.

TABLE XXI

CORRESPONDENCE COURSES

Code		Frequency	Percent
1	Most Important	5	4.6
2		11	10.2
3		21	19.5
4		13	12.0
5		18	16.6
6		15	13.9
7	Least Important	25	23.2
TOTALS		108	100.0

Data presented in Table XXI show that four percent (4%) of the respondents ranked correspondence courses as most important. Twenty three percent (23%) ranked the same item as least important.

TABLE XXII

WORKSHOPS

Code		Frequency	Percent
1	Most Important	15	13.2
2		30	26.3
3		18	15.8
4		22	19.3
5		14	12.3
6		4	3.5
7	Least Important	11	9.6
TOTALS		114	100.0

Data in Table XXII present data that show thirteen percent (13%) of the respondents rank workshops as the most important preference for obtaining credits in adult education.

TABLE XXIII

PROFESSIONAL MEETINGS

Code		Frequency	Percent
1	Most Important	5	4.6
2		12	11.0
3		13	11.9
4		19	17.4
5		16	14.7
6		28	25.7
7	Least Important	16	14.7
TOTALS		109	100.0

Data presented in Table XXIII show that four percent (4%) of the respondents ranked professional meetings as their preference for obtaining credits in adult education. Fourteen percent (14%) ranked professional meetings as least important.

TABLE XXIV

WEEKEND COURSES

Code		Frequency	Percent
1	Most Important	5	4.8
2		3	2.9
3		13	12.5
4		14	13.5
5		10	9.6
6		29	27.9
7	Least Important	30	28.8
TOTALS		104	100.0

Data presented in Table XXIV show that four percent (4%) ranked weekend courses as their most important preference and thirty percent (30%) ranked weekend courses as least important.

TABLE XXV

OTHER (COMMENTS)

A total of nine respondents made comments regarding other preferences for obtaining credits, summarized comments were as follows:

1. Visitation of other centers
2. One or two week courses offered at all certification granting institutions
3. Out of state or foreign study for credit

TABLE XXVI

DO YOU WANT TO ENROLL IN ADULT EDUCATION COURSES CURRENTLY OFFERED BY UNIVERSITIES?

	Frequency	Percent
Yes	67	54.9
No	55	45.1
TOTALS	122	100.0

*No Response 15

Data in Table XXVI show that fifty four percent (54%) of the respondents would like to enroll in adult education courses.

TABLE XXVII

HAVE YOU PARTICIPATED IN ANY ADULT EDUCATION COURSES FOR CREDIT DURING THE PAST TWELVE MONTHS?

	Frequency	Percent
Yes	47	35.0
No	87	65.0
TOTALS	134	100.0

Data in Table XXVII show that thirty-five percent (35%) of the respondents have participated in adult education course work during the past twelve months.

TABLE XXVIII

HOW MANY HOURS OF COURSEWORK HAVE YOU COMPLETED DURING THE PAST THREE YEARS?

Number of hours	Frequency	Percent
0 - hours	50	39.4
1 - 3	17	13.4
4 - 6	13	10.2
7 - 11	11	8.7
12 - 15	19	15.0
16 - over	17	13.3
TOTALS	127	100.0

*No Response 10

Data presented in Table XXVIII show thirty-nine percent (39%) of the participants have completed no course work during the past three years. Thirteen percent (13%) have completed more than 16 hours.

TABLE XXIX

HAVE YOU APPLIED FOR CERTIFICATION IN ADULT EDUCATION?

	Frequency	Percent
Yes	65	50.8
No	63	49.2
TOTALS	128	100.0

*No Response 9

Data presented in Table XXIX show that fifty percent (50%) of the respondents have applied for certification in adult education.

TABLE XXX

DO YOU NEED MORE INFORMATION ABOUT THE STATE CERTIFICATION REGULATIONS FOR ADULT EDUCATION?

	Frequency	Percent
Yes	42	31.8
No	90	68.2
TOTALS	132	100.0

Data in Table XXX show thirty-one percent (31%) of the participants would like to have more information about certification regulations.

TABLE XXXI

HAVE YOU RECEIVED CERTIFICATION IN ADULT EDUCATION?

	Frequency	Percent
Yes	67	50.0
No	68	50.0
TOTALS	135	100.0

*No Response 2

Data in Table XXXI show that fifty percent (50%) of the participants are certified in adult education.

Tables XXXII-XXXVIII present data relative to the greatest training needs. The respondents were asked to rank the statements with one being the most important and seven being the least important.

TABLE XXXII

UNIVERSITY COURSES IN ADULT EDUCATION

Code		Frequency	Percent
1	Most Important	30	23.0
2		19	14.5
3		18	13.7
4		18	13.7
5		11	8.4
6		19	14.5
7	Least Important	16	12.2
TOTALS		131	100.0

*No Response 6

Table XXXII shows twenty-three percent (23%) of the respondents ranked university courses as most important. Twelve percent (12%) listed university courses as least important.

TABLE XXXIII

IN-HOUSE TRAINING PROGRAMS

Code		Frequency	Percent
1	Most Important	16	14.6
2		18	16.4
3		23	20.9
4		18	16.4
5		12	10.9
6		15	13.6
7	Least Important	8	7.2
TOTALS		110	100.0

*No Response

Data in Table XXXIII show that fourteen percent (14%) of the participants rated in-house training programs as most important.

TABLE XXXIV

SPECIFIC SKILLS IN CONTENT AREAS

Code		Frequency	Percent
1	Most Important	32	28.8
2		22	19.8
3		11	9.9
4		10	9.0
5		8	7.2
6		12	10.8
7	Least Important	16	14.5
TOTALS		111	100.0

*No Response 36

Data in Table XXXIV show twenty-eight percent (28%) of the respondents rated specific skills in content areas as being most important. Fourteen percent (14%) rated the same item least important.

TABLE XXXV

CONFERENCES, SEMINARS AND WORKSHOPS

Code		Frequency	Percent
1	Most Important	20	17.0
2		21	17.8
3		26	22.0
4		17	14.4
5		19	16.1
6		12	10.2
7	Least Important	3	2.5
TOTALS		118	100.0

*No Response

Data in Table XXXV show that seventeen percent (17%) of the participants rated conferences, seminars and workshops as being most important.

TABLE XXXVI

PROFESSIONAL READING MATERIAL

Code		Frequency	Percent
1	Most Important	2	1.8
2		12	10.8
3		10	9.0
4		18	16.2
5		26	23.4
6		19	17.1
7	Least Important	24	21.7
TOTALS		111	100.0

*No Response 26

Data in Table XXXVI show that only one percent (1%) rated professional reading material as most important. Twenty-one percent (21%) rated the same item as least important.

TABLE XXXVII

EXCHANGE OF IDEAS AND PROBLEMS

Code		Frequency	Percent
1	Most Important	18	15.1
2		21	17.6
3		20	16.9
4		23	19.3
5		17	14.3
6		14	11.8
7	Least Important	6	5.0
TOTALS		119	100.0

*No Response

Data in Table XXXVII show that fifteen percent (15%) of the respondents rated the exchange of ideas and problems with other staff as most important.

TABLE XXXVIII

KNOWLEDGE ABOUT USING COMPUTERS IN THE INSTRUCTIONAL PROCESS

Code		Frequency	Percent
1	Most Important	19	15.3
2		12	9.7
3		12	9.7
4		19	15.3
5		15	12.1
6		19	15.3
7	Least Important	28	22.6
TOTALS		124	100.0

*No Response 13

Data in Table XXXVIII show that fifteen percent (15%) of the respondents rated knowledge about computers in the instructional process as most important. Twenty-two percent (22%) rated knowledge about computers as being most important.

TABLE XXXIX

HOW OFTEN DO YOU ATTEND PROFESSIONAL MEETINGS?

	Frequency	Percent
Every year	95	71.4
Occasionally	25	18.8
Rarely	5	3.8
Never	8	6.0
TOTAL	133	100.0

Data in Table XXXIX show that seventy-one percent (71%) of the respondents attend professional meetings every year. Six percent (6%) indicated that they do not attend professional meetings.

TABLE XL

HAVE YOU ATTENDED REGIONAL OR NATIONAL MEETINGS OUT OF STATE DURING THE LAST FIVE YEARS?

	Frequency	Percent
Yes	70	51.0
No	67	49.0
TOTALS	137	100.0

Data in Table XL show that fifty percent (50%) of the respondents have attended regional or national meetings during the last five years.

TABLE XLI

PROFESSIONAL ORGANIZATIONS

Membership	Frequency	Percent
AAPCAE	113	44.4
AAACE	54	21.2
AEA	44	17.2
NEA	44	17.2
TOTALS	255	100.0

Data shown in Table XLI show that memberships are held in the Adult Education Association at the state and national levels. Memberships are also held in the State and National Education Associations.

TABLE XLII

WHAT IS YOUR MAIN SOURCE OF INFORMATION ABOUT ADULT EDUCATION?

Information Source	Frequency	Percent
Friends	33	12.4
Newsletters	69	25.9
State Supervisor	47	17.7
News Papers	30	11.3
Professional Meetings	87	32.7
TOTALS	266	100.0

Data shown in Table XLII indicate that participants received information from a variety of sources. The main source was professional meetings.

TABLE XLIII

IF YOU ARE CERTIFIED TO TEACH ADULT EDUCATION, WHERE DID YOU TAKE YOUR COURSE WORK?

Name of School	Frequency	Percent
University of Ark., Little Rock	34	36.6
University of Ark., Fayetteville	38	40.9
University of Ark., Pine Bluff	5	5.4
Arkansas State University	3	3.2
Philander Smith College	1	1.0
Out of State	12	12.9
TOTALS	93	100.0

*No Response 44

Data in Table XLIII show that forty percent (40%) of the respondents received their certification through the University of Arkansas at Fayetteville. Thirty-six percent (36%) received their certification through the University of Arkansas at Little Rock. Twelve percent (12%) received certification from out of state.

Chapter IV
Summary

The primary purpose of this study was to obtain information relative to the educational needs of Arkansas adult educators. A secondary purpose was to obtain data for planning teacher education programs based on the needs of in-service adult educators. The data from this study will also provide information for planning future programs. Specifically the research sought to:

1. Identify the characteristics of adult educators relative to sex, race, age, job status, job responsibilities, number of years employed in adult education, place of employment, and degrees earned.

2. Determine the factors that motivate adult educators to participate in staff development activities.

3. Determine if adult educators are interested in taking courses in adult education, and the place they prefer taking them.

4. Determine the kind of programs that interest adult educators.

5. Determine preferences for obtaining credits.

6. Determine if adult educators are interested in enrolling in courses currently offered by universities.

7. Determine if the time and place of current offerings present problems for "would be", participants.

8. Determine the number of adult education hours completed by respondents during the past year.

9. Determine the number of adult educators that have applied for certification and those that need more information about certification regulations.

10. Determine what adult educators perceive to be their greatest educational needs relative to: courses, professional conferences, etc.

11. Determine the professional conferences attended by adult educators during the past year.

Sixty-nine percent (69%) of the respondents were female and thirty-one percent (31%) were male. The majority of respondents' ages ranged between thirty-eight and forty-three. Sixteen percent (16%) ranged between the ages of thirty-two and thirty-seven. Three percent (3%) were beyond age sixty-eight.

Sixty-three percent (63%) of the respondents were white and twenty-nine percent (29%) were black. Eighty-nine percent (89%) of the respondents were employed full-time and eleven percent (11%) part-time. The majority of the respondents were employed as Adult Basic or General Adult Education teachers. Twenty-seven percent (27%) of the respondents have been employed from 1-3 years in adult education. Forty-eight percent (48%) of the respondents indicated that they are employed by adult education centers. Twenty-two percent (22%) are employed by vocational-technical schools and fourteen percent (14%) are employed by public school adult education programs.

Forty-eight percent (48%) of the respondents indicated that they had earned masters degrees, thirty-six percent (36%) have earned bachelors, seven percent (7%) have earned specialist and six percent (6%) have doctoral degrees.

The primary reason given for participating in staff development activities was for professional knowledge and advancement. Twelve percent (12%) indicated that receiving credit hours for certification was their primary motivation. Earning a bachelors degree was least important to fifty percent (50%) of the respondents, upgrading certification was also rated as a low priority by the respondents. Ten percent (10%) of the

respondents were interested in earning a masters degree and twenty-two percent (22%) were interested in earning credits beyond the masters degree. Seventy-two percent (72%) of the respondents indicated an interest in taking additional courses in adult education. Additionally, twenty-nine percent (29%) indicated an interest in earning a masters degree, nineteen percent (19%) a specialist degree and ten percent (10%) indicated an interest in eaning a doctoral degree.

Respondents generally indicated a preference for taking courses offered off-campus and an interest in independent study courses and courses offered by correspondence. They also expressed high concern for workshop type courses. They expressed little concern for taking courses on the weekend. However, they expressed preference for non-traditional courses and offerings.

Thirty-five percent (35%) of the respondents had participated in course work during the past twelve months. Thirty-nine percent (39%) had taken no course work during the past three years. Thirteen percent (13%) completed more than 16 hours.

Fifty percent (50%) of the respondents indicated that they had applied for and received certification in adult education. Thirty-one percent (31%) expressed a need for additional information regarding certification.

Respondents indicated a strong interest in "in-house training and courses that addressed specific skills." Respondents also expressed interest in taking workshops, seminars and attending conferences for university credit.

Previous major subject areas represented by the participants were as follows:

A. Social Studies
B. English
C. Counseling
D. Psychology
E. Elementary
F. Math
G. Secondary

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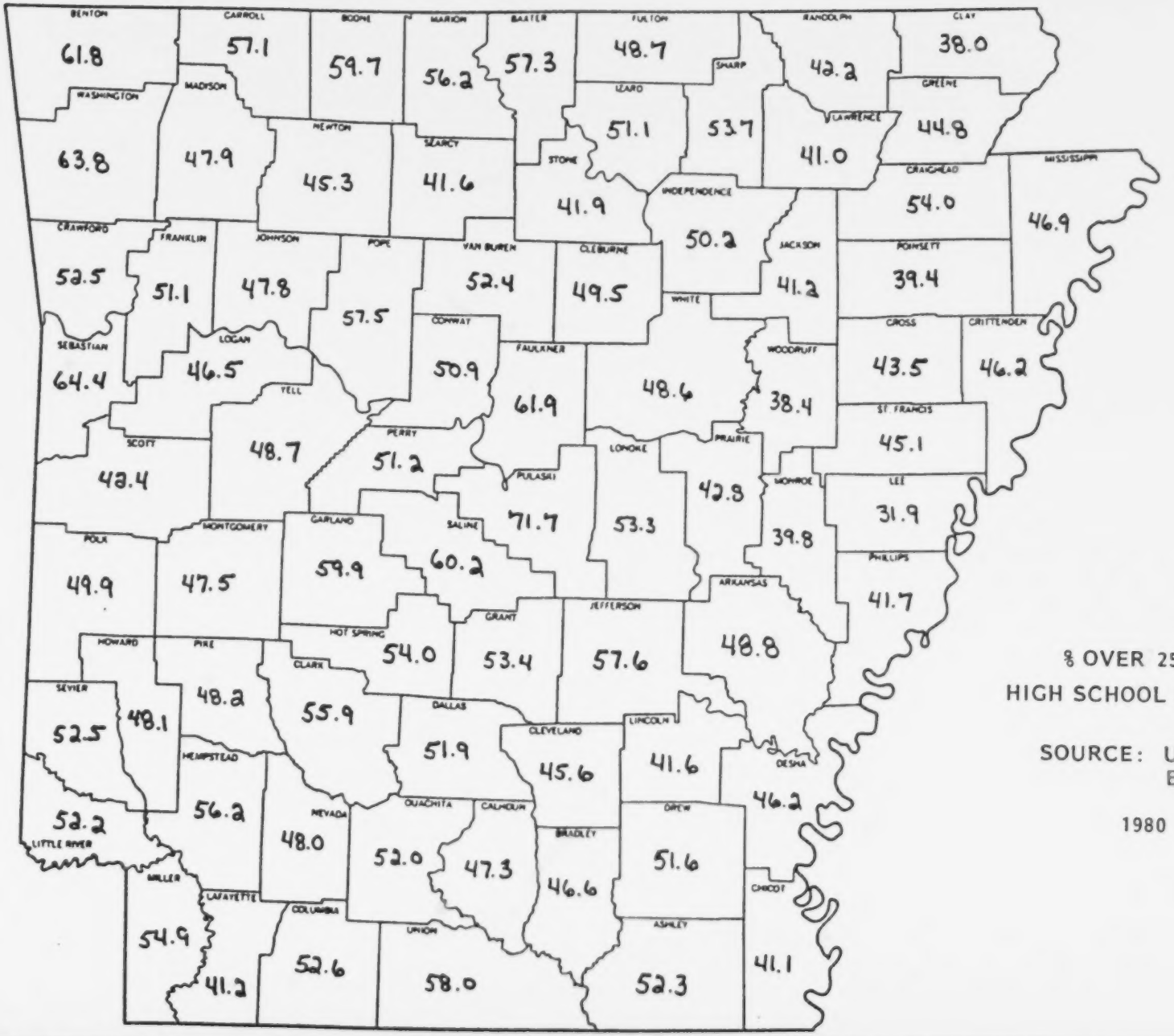
Appendix A

State map representing counties with percentages of adults over age 25 with a high school diploma



% OVER 25 WITH HIGH SCHOOL DIPLOMA

SOURCE: U. S. CENSUS BUREAU

1980

Appendix B
Cover letter mailed to adult educators

UNIVERSITY OF ARKANSAS AT LITTLE ROCK
33RD AND UNIVERSITY · LITTLE ROCK, ARKANSAS 72204 · 501/569-3124

COLLEGE OF EDUCATION
Department of Curriculum
and Instruction

SURVEY OF ADULT EDUCATORS

Dear Adult Educator:

I am conducting a survey of Adult Educators of Arkansas. The primary purpose of this survey is to determine the educational needs of Adult Educators. The information will be used to make recommendation for staff development projects and the structuring of University Adult Education Teacher preparation programs.

The enclosed questionnaire is anonymous and should be easily completed within a few minutes. I hope you will assist in this study by completing the questionnaire and returning it to me in the enclosed stamped envelope within the next two weeks.

Thank you for your assistance. The results of this study should be available in the early summer of this year.

Your assistance is most appreciated.

Sincerely,

Calvin Johnson

Dr. Calvin Johnson, Chairman
Department of Teacher Education

CJ/j

Enclosures

Appendix C
Questionnaire mailed to adult educators

AN ANALYSIS OF ADULT EDUCATORS TRAINING NEEDS AS PERCEIVED BY ARKANSAS ADULT EDUCATORS

QUESTIONNAIRE

Purpose: This attached survey is being distributed to selected Adult Educators in the State of Arkansas. It is part of a process of evaluating teacher training needs. The information will assist educational institutions and the Adult Education Section of the Arkansas Department of Education with information to improve their services.

Confidentiality: All reports of this survey will be in summary form. Participants will not be identified. Please notice that your name does not appear on the attached survey form. Please do not place your name on the questionnaire. All information will remain confidential. All respondents will remain anonymous. There is no way of identifying or referring to individual respondents.

Thank you for your assistance and cooperation in this important effort.

PART I

Please supply the following information about yourself. Place an X in the space that most nearly describes your characteristics or status.

1. Sex: Female _____ Male _____

2. Age: 20-24 ____, 26-31 ___, 32-37 ____, 38-43 ____,
44-49 ____, 50-55 ___, 56-61 ___, 62-67 ____,
68-over ___.

3. Race: Black ____, White (Non-Hispanic) _____, Hispanic _____,
Oriental _____, Native American _____.

4. Job Status: Full Time Employed _____ Part Time Employed _____

5. Job Responsibilities: Teacher ABE _____, GAE _____, ESL _____,
Reading _____, Counselor _____,
Administrator ____, Paraprofessional ____,
Clerical _____, Recruiter _____.

6. Number of Years Working in Adult Education:

1-3 ____, 4-6 ____, 7-9 ___, 10-12 ___, 13-15 ___, 16-over _____.

7. Place of Employment: Adult Center ____

Vocational-Technical School _____
Correctional Institution ____
State Hospital _____
Public School _____
Community College ____, School for Deaf ___,
Arkansas Department of Education _____
Arkansas Enterprises for Blind _____
Other (specify) _____

Highest Degree Earned: Bachelor (BA, BS, BSE, etc) _____
Masters (MA, MS, MED, etc) _____
Specialist _____
Doctorate (PhD, EdD, etc) _____

Major Subject Area (specify) _____

PART II

What are your primary reasons for participating in staff development activities? Please rank order the items listed below according to how significant they are in motivating you to participate in staff development. Begin with the number one (1) most important, and end with seven (7) least important.

A. _____ Professional knowledge and advancement
B. _____ Credit hours for new certification
C. _____ Earn credits for a bachelors degree
D. _____ Upgrading of current certification
E. _____ Meet local requirements for salary increments
F. _____ Earn credits for a masters degree
G. _____ Earn credits beyond the masters degree
H. _____ Other (specify) _____

9. Are you interested in taking courses in adult education?
_____yes _____no.

10. Which of the following degree programs in adult education are you interested in attending:

_____ Masters degree

_____ Specialist

_____ PhD

_____ None of the above

11. Indicate your preference for obtaining credits in adult education. Please rank in order of desirability, starting with one (1), most desirable, and ending with seven (7), least desirable.

a. _____ University sponsored courses on campus
b. _____ University sponsored courses offered in community based centers (public schools, vocational schools, etc.)

c. _____ Independent study courses

d. _____ Correspondence courses

e. _____ Workshops (non academic courses) sponsored by the Arkansas Department of Education and Universities for credit.

f. _____ Professional meetings

g. _____ Weekend courses (where)

h. _____ Others (specify) _____

12. Do you want to enroll in courses currently offered by Universities?

_____ yes _____no

13. Have you participated in any adult education courses for credit during the past twelve months?

_____ yes _____no

14. How many hours of graduate, undergraduate course work have you completed in adult education during the past three (3) years?

0_____, 1-3 _____, 4-6 ___, 7-11 ____, 12-15 _____, 16-over _____

15. Have you applied for certification in adult education?

_____ yes _____no

16. Do you need more information about the state certification regulations in adult education?

_____ yes _____no

17. Have you received certification in adult education?

_____ yes _____no

18. As an adult educator what are your greatest training needs? Rank the following areas of training from (1) (most important) to (7) (least important) in terms of your own needs.

a. _____ University courses in adult education
b. _____ "In-house" training programs
c. _____ Specific skills in content areas (reading, math, English, etc.)
d. _____ Conferences, workshops, seminars

e. _____ Professional reading materials
f. _____ An opportunity for exchange of ideas and problems with other staff
g. _____ Knowledge about using computers in the instructional process.
h. _____ Other (Please explain) _____

_____

_____

19. How often do you attend the following professional meetings? Vocational Conference, Fall AAPCAE Conference, Spring Conference

_____ Every Year
_____ Occasionally
_____ Rarely
_____ Never

20. Have you attended a Regional or National Adult Education meeting out of state during the last five years.
_____ yes _____no

21. Have you attended a national or regional Adult Education Conference during the past three years?

_____ yes _____no

22. In which of the following professional organizations do you hold membership?

_____ AAPCAE

_____ AAACE

_____ AEA

_____ NEA

_____ Other (Please List) _____

23. What is your main source of current information about adult education?

_____ Friends

_____ Newsletter

_____ State Supervisor

_____ Newspapers

_____ Professional meetings

_____ Other sources (Please explain _____

_____

_____

24. If you are certified to teach in adult education where did you take your course work?

_____ University of Arkansas, Little Rock
_____ University of Arkansas, Fayetteville
_____ Arkansas State University, Jonesboro
_____ University of Arkansas, Pine Bluff
_____ Philander Smith College
_____ Out of State